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ABSTRACT

The University of Mid-America (UMA) conducted a telephone survey of over 300 adults enrolled in distance learning courses offered by the State University of Nebraska (SUN), then UMA's course delivery system in Nebraska, during the first three SUN course offering periods. The survey was undertaken to determine the degree to which early SUN enrollees elected to take SUN courses rather than to enroll in traditional on-campus programs and to study the effects of SUN course participation on enrollees' subsequent continuing education behaviors and attitudes. Survey data reveals the following: (1) SUN course enrollment has had only a slight, if any, effect on the net overall decrease in Nebraska postsecondary campus enrollments; (2) the relatively high degree of satisfaction on the part of early SUN enrollees was instrumental in their ensuing participation in formal or informal educational pursuits; (3) a significant number of SUN course participants have acquired the knowledge or skills necessary to seek new employment opportunities or job advancement; (4) enrollment in college-level television courses tends to promote participation in further television course offerings; and (5) SUN course completers who seek to transfer SUN course credits to their higher education institutions are generally successful in doing so. (MN)

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A SURVEY OF EARLY SUN PROGRAM ENROLLEES: PRE/POST ENROLLMENT DECISIONS AND ATTITUDES REGARDING THEIR CONTINUING EDUCATION

Technical Report No. 5

Division of Research
and Evaluation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A SURVEY OF EARLY SUN PROGRAM ENROLLEES: PRE/POST ENROLLMENT DECISIONS AND ATTITUDES REGARDING THEIR CONTINUING EDUCATION

ABSTRACT

In 1978 the University of Mid-America (UMA) conducted a telephone survey of over 300 adults enrolled in distance-learning courses offered by the State University of Nebraska (SUN), then UMA's course delivery system in Nebraska, during the first three SUN course offering periods. The survey was undertaken 1) to determine the degree to which early SUN enrollees elected to take SUN courses rather than to enroll in traditional on-campus programs, and 2) to study the effects of SUN course participation on enrollees' subsequent continuing education behaviors and attitudes.

The principal findings of the survey were as follows:

- Overall, 65% of the courses enrolled in were reported as "completed" by the respondents.
- Nearly 90% of the respondents said they felt that the effort put into the SUN course(s) was worthwhile.
- About 37% of those sampled indicated that had the SUN course enrolled in not been available, they would have - then or eventually - enrolled in a classroom setting instead.
- Nearly half of the respondents reported that they had continued their education in some way following their SUN course experience.
- Of the respondents who continued their education, 43% credited the SUN course experience as being an important factor in their doing so.
- About 12% of the entire sample reported being registered, when surveyed, in college degree programs. This constituted nearly a quarter of those who continued their education following the initial SUN course enrollment.
- Of those who did not continue their education (about half of the sample), only 5% said that their SUN course experience discouraged them from doing so.
- Nearly half of the sample indicated that they had sought employment or that a desirable occupational change had occurred since their SUN course enrollment. About 38% of these credited their SUN experience as directly influencing the situation.
- Almost 56% of those sampled reported informal (nonenrolled) viewing of SUN course television broadcasts subsequent to their SUN course enrollment.
- When queried as to the single greatest problem with taking courses by television, 39% mentioned "personal" problems (e.g. self discipline or time management - 33%); 27% mentioned "reinforcement" problems (e.g. instructor contact - 14%); 19% mentioned "SUN Program" problems (e.g. broadcasts - 13%); 8% mentioned "course content" problems; and 7% reported "no problem."

On the basis of the survey findings it was concluded that:

1. The net overall decrease in Nebraska postsecondary campus enrollments due to SUN course enrollments has been - if a decrease of at all - probably very slight.

2. The relatively high degree of satisfaction in SUN course participation on the part of early SUN enrollees was an instrumental factor in the ensuing participation by a large percentage of these enrollees in formal or informal education pursuits.

3. Participation in SUN courses has provided, for a signficant number of enrollees, the knowledge or skills necessary in and/or encouragement to seek new employment opportunities or job advancement.

4. Enrollment in a college-level television course tends to promote participation, albeit often in an informal way, in further television course offerings.

5. SUN course completers who continue their education subsequent to SUN enrollment and seek to transfer SUN course credits to other higher education institutions are generally successful in doing so.

A SURVEY OF EARLY SUN PROGRAM ENROLLEES: PRE/POST-ENROLLMENT DECISIONS AND ATTITUDES REGARDING THEIR CONTINUING EDUCATION

The University of Mid-America (UMA)[1] is a seven-state, eleven-institution consortium[2] formed in 1975, with a major goal being that of developing and delivering multi-media, college-level, high quality courses intended principally for distance learning by nontraditional adult students. Courses produced are, in most instances, developed by UMA through an inter-disciplinary team approach. UMA-produced courses - as well as courses produced elsewhere - are then offered to adults within the consortium states by means of statewide delivery systems. In Nebraska the UMA delivery system was, until 1979, the State University of Nebraska or SUN.[3] The SUN project, which was established as a part of the University of Nebraska System in 1972, was the original entity from which UMA, as a regional consortium, was developed. Non-consortium institutions are also able to utilize UMA-produced courses through the use of lease or sale agreements.

From its inception it has been the direct and clear intention of UMA to provide college-level courses to adults unable or unwilling to engage in on-campus study; to create a viable option to traditional postsecondary education for a nontraditional adult clientele through distance learning technology. Thus, UMA courses have invariably involved a multi-media approach in which one or more mass-media instructional elements (TV, newspapers, radio) and more traditional instructional means (printed texts, readers, and study guides) have been employed.

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[1]UMA is funded principally by the National Institute of Education.

[2]UMA is, at present, comprised of the state universities in Iowa, Kansas Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.

[3]SUN is no longer an entity. Its functions have been taken over by the Division of Continuing Studies, University of Nebraska-Lincoln.

It has been documented[4] that enrollees in UMA state delivery system courses differ markedly from the traditional college student population in terms of certain relevant characteristics (age, freedom to engage in full-time study, etc.). Nevertheless, there has been a persistant concern within campus administrations that UMA may pose a serious threat to traditional institutions. That is, in the face of potentially decreasing enrollments, UMA may draw off an ever-increasing number of students who would otherwise be full-time students on campus. This concern is a real one for these beleaguered administrators and it is a concern that UMA must address forthrightly.

In order to examine the issue of whether or not UMA is gaining enrollees at the expense of on-campus enrollments it was decided that a survey would be conducted with enrollees in early offerings of SUN courses. SUN was considered the most appropriate UMA delivery System for this survey because it had conducted the greatest number of offerings and had enrolled the largest number of students.[5]

The question as to whether SUN enrollees opted for distance learning over on-campus enrollment served to engender other questions relating to early enrollees in SUN. Did those early SUN students subsequently engage in further adult education? If so, what kind and where, and did their SUN experience affect that decision? In retrospect, did each SUN enrollee consider the course experience to be worthwhile, and was it a factor in later vocational upgrading? These questions are reflections of an overriding concern: What, if any, had been the positive effects on enrollees of taking SUN courses? What difference did it make? It was deemed imperative that UMA address all these questions and obtain reliable answers to convey to various UMA audiences.

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[4] See, e.g., Bryan D., and Forman, D.C. Characteristics of SUN learners; First five offerings. (Statistical Summary No. 4) Lincoln, UMA, 1977.

[5] There were 4,382 enrollments in eight SUN course offerings through Fall '77. Within the same period the Missouri delivery system had 1,045 enrollments in five offerings and Iowa 638 in four. These were the only significant UMA consortium offerings and enrollments as of that time.

In spring 1978, the UMA Division of Research and Evaluation conducted a telephone survey of more than 300 persons who had enrolled in courses during the first three course-offering periods of SUN. The survey was undertaken in order to generate data that would permit UMA to provide reliable responses to the questions that reflect the concerns described earlier. This report describes the survey, sets forth the results, and discusses the findings in terms of their implications both for UMA and for traditional institutions of higher education.

PURPOSE

The principal purposes for the study were two-fold. First, to determine the degree to which early enrollees in the SUN program elected to take SUN courses rather than to enroll in traditional on-campus programs. And second, to obtain data regarding the effects of participation in a SUN course on enrollees' behaviors and attitudes toward continuing education. Although the first of these served to launch the study, the second purpose was seen as the more important study focus. This was due in part to the speculative nature of responses about the selection of SUN enrollment over other options, particularly in view of the time laspe since the respondents first enrolled. Moreover, the second purpose above was related to a vital concern of UMA: What has been the long-term impact on enrollee continuing education actions and attitudes from taking distance learning courses?

In addition, the study addressed these areas of interest:

- The impact of SUN course participation on subsequent endeavors to become employed or to improve employment circumstances.
- The extent of nonenrolled participation in SUN courses subsequent to initial SUN enrollment.
- The success or failure in effecting transfer of SUN course credits to other institutions of higher education.

POPULATION AND SAMPLE

The population of concern in this study consisted of all persons who had enrolled in one or more SUN courses during the first three offerings of courses by SUN: Fall 1974, Spring 1975, and Fall 1975. The reason for limiting the study to this population was to provide a two to three year lapse of time between the initial enrollment by each respondent and the inquiry associated with the study. It was felt that any measurement of significant positive effects of SUN course participation would require this much elapsed time.

Total enrollment in SUN courses during the first three SUN offerings, which constitutes the study population, was 2,093. Table 1 is a presentation of the courses available in each offering and the associated enrollments.

TABLE 1

SUN Courses and Enrollments for the First Three Course Offering Periods

Course	First Offering (Fall '74)	Second Offering (Spr. '75)	Third Offering (Fall '75)	Total Enrollment (By Course)
Accounting	410	134	116	660
American Economy	*	*	51	51
Classic Theatre	*	*	43	43
Consumer Experience	*	79	37	116
Freehand Sketching (non-credit)	*	*	265	265
Introductory Psychology	270	102	96	468
Learning Disabilities	*	*	354	354
Making It Count (Computer Science)	*	77	59	136
Total Enrollment (By Offering)	680	392	1021	2093

*Not offered

A random sample of 536 names (over 25% of the total enrolled) was drawn from the registration forms. Contact by telephone was then attempted with each person in the sample. Of the total sample, 197 (37%) either: (1) had phone numbers listed which had been disconnected; (2) had listed numbers now belonging to other persons; (3) were called three times, without success, at various times of the day and evening; or (4) were unavailable during the week of interviewing. The final survey sample of 339 consisted of 272 females (80%) and 67 males (20%). Occasionally a name was drawn from the second or third offerings which had been previously drawn. These persons were eliminated the second time and another name drawn. The 339 respondents actually accounted for 386 course enrollments (18% of total enrollments) for the three offering periods as shown in Table 2. The number of enrollments is larger than the number of respondents in the survey due to multiple enrollments by 41 students (during the offering from which the name was drawn). Two courses were taken by 35 persons and three courses by six.

It is apparent from the figures shown in Table 2 that each course was represented adequately in the sample in terms of enrollment percentage.

Appendix A shows demographic characteristics (sex, age, location, and occupation) of the survey respondents. Because the number of persons in the sample who could not be reached was sizeable, the demographics for the entire sample are also shown for comparison. It will be apparent from such a comparison that the only notable demographic differences between the total sample (reflecting, due to randomization, the demographic profile of the population of enrollees in the first three SUN offerings) and the actual survey respondents were in terms of sex and age. A somewhat greater percentage of the respondents (vis-a-vis the total sample) were female. And there were fewer young respondents (under 30) and more middle-age respondents (41-50) than in the total sample.

TABLE 2

Comparison of Sample Enrollments to Total Course Enrollments Across First Three Offerings

Course (Times Offered)	Course Enrollment (% Total Enrollment)	Sample Enrollment (% Sample Enrollment)
Accounting I (3)	660 (31.5%)	125 (32.4%)
American Economy (1)	51 (2.4%)	10 (2.6%)
Classic Theatre (1)	43 (2.1%)	8 (2.1%)
Consumer Experience (2)	116 (5.5%)	23 (6.0%)
Freehand Sketching (1)	265 (12.7%)	45 (11.7%)
Introductory Psychology (3)	468 (22.4%)	81 (21.0%)
Learning Disabilities (1)	354 (16.9%)	62 (16.1%)
Making It Count (2)	136 (6.5%)	32 (8.3%)
Total	2093 (100.0%)	386 (100.0%)

PROCEDURE

A copy of the questionnaire is included as Appendix B to this report. The questions were open-ended so as to allow freedom in responding. Following the survey, response categories were carefully developed to ensure that all responses were reflected fairly in the data analysis.

Seven trained interviewers conducted the telephone interviews between 5:00 p.m. and 9:00 p.m. for a period of about one week. When there was no answer, attempts were made during the daytime.

RESULTS

Item 1. First of all, what was your primary purpose in enrolling in a SUN television course?

When a respondent indicated willingness to cooperate - and only two refused -

this question was asked regarding the student's motivation for enrolling. Although open-ended, a predetermined list of four catagories was included on the questionnaire which could be checked if applicable. Later, teachers seeking certification credits were placed in a separate category. The results are shown in Table 3.

TABLE 3

Motivation for Enrollment

Primary Purpose	No. (%) Stating Purpose
Increase General Knowledge	122 (36%)
Personal Interest or Skill Development	110 (32%)
College Credit	48 (14%)
Prepare for Employment or New Career	26 (8%)
Teacher Certification	19 (6%)
Other Responses	11 (3%)
No Response	3 (1%)
Total	339 (100%)

Item 2. Were you able to complete (the course enrolled in)?

This question was asked for each course the student was enrolled in during that offering period. Overall, 214 of the 339 respondents (63%) reported completing the course (or at least one of the courses) enrolled in. In terms of the 386 total course enrollments, 249 courses (65%) were reported completed. Table 4 shows the reported course completion rates.

Two things should be borne in mind regarding responses to this item. First, the responses are self reports regarding completion, and as such they may not truly reflect the "official" completion rate (i.e. credit or other recognition of successful completion of course requirements). Second, only 253 (66%) of the

TABLE 4

Course Completion Rates
(First Three SUN Offering Periods)

Course	Number of Enrollments In Survey	Survey Completion Rate*	Previously Documented Average Completion Rate for Three Periods**
Accounting I	125	64 (51.2%)	49.0%
American Economy	10	9 (90.0%)	71.0%
Classic Theatre	8	7 (87.6%)	***
Consumer Experience	23	19 (82.6%)	84.5%
Freehand Sketching	45	34 (75.6%)	***
Introductory Psychology	81	50 (61.7%)	***
Learning Disabilities	62	47 (75.8%)	***
Making It Count	32	19 (59.4%)	67.0%)
Total	386	249 (64.5%)	

* Based on total (credit and non-credit) enrollments. (Disregarding the non-credit Freehand Sketching course, 73% of enrollments were for credit.)

** Based on credit enrollments only (from official SUN records).

*** Not available or, in the case of Freehand Sketching, not applicable.

386 courses enrollments were for credit, and thus "completion" is technically only applicable to the less than two-thirds of the enrollments that were for credit. Nevertheless, for the purposes of this survey "completion," like beauty, is "in the eye of the beholder" (here respondent), and it stands that 65% of the courses enrolled in were considered "completed" by those enrolled. This self reporting is reasonably well substantiated as fairly accurate by the fact that the average credit course completion rate for SUN students across offerings is from 50 to 60%.

Item 3. Do you feel like the effort you put into that course (those courses) was worthwhile?

Overall, 302 or 89.1% answered "Yes." Four others (1.2%) indicated "Yes" on one of two (or more) courses and "No" on the other(s). Thirty (8.8%) said "No" and three (0.9%) did not respond. The "Yes" percentage was somewhat lower for respondents in the Lincoln area (81%) and for those in the self-employed/managerial occupation group (78%). There was no significant sex difference, nor did any one age group deviate markedly from the overall response.

Some differences in response to this item showed up, as might be expected, between completers and non-completers. Making It Count showed the greatest difference with about 95% of the completers and only 77% of the non-completers stating the effort was worthwhile.

Item 4. If the SUN television course in which you enrolled had NOT been available, would you have enrolled in a classroom setting instead, either then or eventually?

Of the 339 respondents, 124 (36.6%)[6] said "Yes" to this question. In addition to its speculative nature, the last word in this question gave the respondent much leeway in voicing a positive response. Therefore, care should be exercised in how the overall "Yes" response is interpreted. Many of these people could not have gone to classes at the time they enrolled in the course due to younger children in the family, etc., but may have done so eventually when those children reached school-age. Some "Yes" respondents indicated their responses were conjectures.

There were noteworthy differences in the patterns of response to this item based on sex, age groups, occupation, location, and reasons for enrolling. Each is analyzed below:

a. Sex: A slightly higher percentage of females than males stated they would have enrolled in a classroom instead, perhaps because more men

[6]This percentage is reduced to 33% when enrollees in the Learning Disabilities course are not considered.

than women hold full-time jobs. About 30% of the men and 40% of the women replied affirmatively.

b. Age: The percentage of affirmative replies dropped markedly among those over 50. Whereas the younger age groups averaged about 46%, the 51+ groups averaged only 18%.

c. Occupation: It is important to look at occupational group response patterns because of the educators (18% of sample), most of whom enrolled in Learning Disabilities. Their 67% positive response skewed the results dramatically. (Sections of this report will analyze data with Learning Disabilities students completely removed, e.g., see footnote page 9.) Occupational groups other than educators provided a 31% positive response.

d. Location: Omaha residents provided the highest affirmative response (43%). From those in the less populated western part of the state (where other postsecondary options are less accessible) it was 30%.

e. Primary reason for enrolling: As would be expected, those seeking college credit, or who eventually wished to transfer into a University or college, as well as those seeking teacher certification, were more likely to enroll in a classroom if SUN had not been available. These groups averaged a 73% affirmative response. Those who enrolled for more general reasons or to prepare for employment averaged only 29%.

When the responses to this question are analyzed on a course by course basis, 64% of those enrolled in Learning Disabilities indicated they would have chosen a classroom setting. All of the other courses, when averaged, had a 28% affirmative reply, with Making It Count (Computer Science), Freehand Sketching, and Classic Theatre the lowest with percentages around 25%.

There were 208 (61.3%) "No" responses and seven (2.1%) who did not respond.

Item 5. Where is the most likely place you would have enrolled? At what school?

This question was asked of the 124 respondents who said "Yes" to Item 4 above. Statistically, it is useful to look only at the overall results, in view of the small numbers of respondents in various categories. Table 5 displays these results.

Item 6. Why is it you would not have enrolled somewhere else?

This question, asked of the 208 persons repling "No" to Item 4, was included to investigate, albeit by self-reports, why people enroll in distance-learning programs rather than in traditional classroom courses.

TABLE 5

Likely Enrollment Setting had SUN Not Been Available

Institution or Program	No. of Respondents (% of Total)
University of Nebraska - Lincoln	26 (21%)
University of Nebraska - Omaha	35 (28%)
Other 4-year institution in Nebraska	35 (28%)
Two-year college in Nebraska	15 (12%)
Out-of-state institution	5 (4%)
Miscellaneous (continuing education, extension, or high school adult class)	7 (6%)
No response	1 (1%)
Total	124 (100%)

Overall, the responses were: (1) the general inconvenience of classroom courses - 26%, (2) the distance or lack of transportation - 26%, (3) the lack of time - 14%, (4) job or home responsibilities - 14%, (5) the ease of taking or enrolling in a SUN course - 5%, and (6) other reasons - 11% (including parking problem, course not available elsewhere, etc.). No response was given by 4%. The following are some of the demographic differences in these responses.

a. Sex: A greater proportion of females disliked the distance to the classroom (31% versus 11% for the males) while more males lacked the time necessary for classroom instruction (27% versus 11% for females).

b. Age: Age had little noticable effect on reasons for not enrolling in a classroom course instead of in a SUN offering.

c. Occupation: Homemakers, comprising 28% of those in the sample stating their occupations, had a variety of reasons for not enrolling in a classroom course. Surprisingly, only 11% cited home responsibilities. Nearly 60% of the homemakers gave as reasons the general inconvenience (21%) and distance (38%). Fifty-six percent of the educators cited inconvenience as their reason for not enrolling in a classroom course. The other occupational groups provided too few responses for comparisons.

d. Location: Understandably, respondents in the more rural areas cited distance as the most important reason for not enrolling elsewhere. For those in metropolitan Omaha, the major reasons for not enrolling elsewhere were lack of time and the ease of taking a SUN course.

Item 7. Have you continued your education either by enrolling in classroom courses or by some other means since enrolling in a SUN television course?

Overall, 168 (49.6%) of the respondents said "Yes." Differences with respect to sex, occupation, and location were not significant (although females, students and educators, and Western Nebraska residents reported such continuation more frequently). In terms of age, those 50 and under responded "Yes" much more frequently than did those over 50.

The study provided evidence that the stated reason for enrolling in a SUN course has some relationship to the later continuation of one's education. Nearly 80% of those who enrolled for college credit and/or planned to transfer to another school later reported continuing their education. Less than 45% of those who enrolled for other reasons reported such continuation.

A course by course breakdown of responses to Item 7 shows marked differences as set forth in Table 6. Investigation of the relationship between course completion reports and responses to Item 7 shows that nearly 60% of course completers continued their education while only 37% of non-completers did so. A number of respondents reported that course completion gave them confidence in their ability to continue their educational experiences.

Item 8. Did your experience in the SUN television course directly influence your decision to continue your education?

This question was asked of the 168 persons who, in responding to Item 7, indicated they had continued their education, and 73 (43%) said "Yes."[7] Who were the

[7] The proportion of affirmative replies increases to about 52% when the Learning Disabilities enrollees are removed from consideration. These enrollees were, in large measure, educators who would presumably be influenced more by the continuing education requirements of their employment than by their SUN experience.

TABLE 6

Number and Percent of SUN Students
Who Continued Their Education, by Course

Course	No. Enrollments In Sample	Number and Percent that Continued Education
Accounting I	125	50 (40.0%)
American Economy	10	7 (70.0%)
Classic Theatre	8	5 (62.5%)
Consumer Experience	23	16 (69.6%)
Freehand Sketching (non-credit)	45	16 (35.6%)
Introductory Psychology	81	46 (56.8%)
Learning Disabilities	62	41 (66.1%)
Making It Count	32	18 (56.3%)
Total	386	199*

*Total of 199 is larger than number who said they continued their education (168) because of multiple enrollments.

respondents who were most influenced by SUN? The proportion of females to males was about the same as in the sample. Age, however, was related to the responses to this question, with positive responses generally increasing as age increased. Table 7 shows the influence of SUN on those who decided to continue their education, in terms of age. It is to be noted that while less than a third of those 40 and under who continued their education said that their SUN enrollment influenced this decision, over half of those over 40 did so credit SUN.

It would appear that geographic location had some effect upon responses to this question. Interestingly, the two extremes of population setting in the sample were comparable. About 58% of those who continued their education in metropolitan Omaha and nearly 55% of those in rural Western Nebraska said "Yes." In contrast, only 21% from Lincoln did so.

TABLE 7

Number and Percent of SUN Students Crediting SUN in Decision to Continue Education, by Age

Age	Number Continuing Education	Number & Percent Crediting SUN
Under 30	31	8 (26%)
31-40	46 → 77	25 → 17 (37%) → (32%)
41-50	52	29 (56%)
51-60	20 → 84	46 → 10 (50%) → (55%)
61+	12	7 (58%)
Total	161*	71 (44%)

*Includes only those whose age was known.

In terms of occupations, students and professional educators were - understandably - less inclined to credit SUN with influencing their on-going education. With most other occupational groupings (including homemakers, clerical, skilled or service, farm, retired, and unemployed), 50% or more credited SUN with influencing their decision to continue their education.

Enrollees in specific SUN courses showed no unusal response patterns to this question with one exception. Only about 20% of enrollees in Learning Disabilities stated that SUN had a direct influence on the decision to continue their education. This is not surprising given the general nature of the enrollment for that course.

Item 9. Where did you continue your education?

Of the 168 enrollees in the sample who continued their education, 149 (89%) responded to this question. Of these, 37 (25%) did so through on-campus enrollment in the University of Nebraska System; at UNL or UNO. Other four-year institutions in

the state attracted 40 (27%), and 26 (17%) enrolled in one of Nebraska's two-year colleges. Another eight (5%) attended higher education institutions out-of-state. Ten (7%) participated in continuing education or high school adult classes. A sizeable number (24 or 16%) responded that they had enrolled in further SUN courses. Four others (3%) engaged in correspondence courses or self-study.

One of the purposes of this study was to compare responses to this question with responses to Item 5: (i.e., of those who stated that they would have enrolled in a classroom setting if SUN had not been available, what would have been the most likely place of enrollment). The breakdown of comparable responses to these two items, in terms of prospective (Item 5) and actual (Item 9) institutions is shown in Table 8.

TABLE 8

Comparison of Prospective Non-SUN Classroom Enrollment and Actual Post-SUN Classroom Enrollment, by Institution

Institution	Prospective Enrollment (Had SUN not been available)	Actual Enrollment (Following SUN Course)
Univ. of Nebraska - Lincoln	26 (21%)	15 (12%)
Univ. of Nebraska - Omaha	35 (28%)	22 (18%)
Other 4-year Institution in Nebraska	35 (28%)	40 (33%)
Two-year college in Nebraska or other 2-year colleges	15 (12%)	26 (22%)
Out-of-state institution	5 (4%)	8 (7%)
Miscellaneous (continuing education, extension, or high school adult class)	7 (6%)	10 (8%)
Total	123 (100%)*	121 (100%)**

*Does not include one non-response to Item 5.

**Does not include "SUN course," "Correspondence course," or "Self-study" responses, or non-responses.

As shown in Table 8, nearly as many sample members actually continued their postsecondary education in classroom settings following their SUN course experience as had speculated doing so (sometime) had SUN not been available. There are, however, marked differences in the two measures for some institution categories which may be summarized in this way: 1) actual, vis-a-vis prospective, enrollments in University of Nebraska System on-campus programs (UNL and UNO) comprised a considerably lower proportion of the total actual enrollments; 2) actual enrollments in other four-year institutions and in two-year institutions in Nebraska were, however, a much higher proportion of total enrollments than was true with prospective enrollments; and 3) actual enrollments both in out-of-state institutions and in miscellaneous classroom settings (continuing education, etc.) were proportionally slightly higher than those projected.

The data do seem to provide some evidence that in at least one dimension - that of location or accessibility - the responses to Item 5 tended to be somewhat speculative. That is, although about as many sample members actually continued their education in classroom settings as posited that they would have done so without SUN, the locations of the actual enrollments differed markedly from those predicted. And the difference was largely in the direction of more localized or more accessible actual enrollments. For example, instead of enrolling in the more distant Universities, many enrolled in nearby state, private, or community colleges.

In view of the concern expressed about the specific impact of the SUN program on enrollments at University of Nebraska institutions, it is desirable to examine the Item 9 data with respect to the University of Nebraska System.

In response to Item 5, 61 persons (49% of those who said that they chose SUN rather than a classroom setting) indicated they would have enrolled in one of the two campus programs of the University of Nebraska System. In comparison, 37 (25%) of the respondents to Item 9 reported that they actually enrolled in on-campus programs in the University of Nebraska System subsequent to their initial SUN

enrollment. Thus, in terms of enrollment in University of Nebraska on-campus programs, about half as many SUN students actually enrolled in those programs as the number speculating such enrollment had SUN not been available.

Again, however, the conjectural nature of the responses regarding prospective enrollment should be recognized. Moreover, it seems likely that elements both of awareness and of social desirability influenced responses to Item 5. That is, given the speculative nature of the question, respondents could reasonably be expected to indicate prospective enrollment in the better known and more prestigious higher education institutions in the state. Similarly, it is likely that a larger percentage of those who decided to continue their education following SUN participation planned, initially, to enroll at UNL or UNO than the percentage actually enrolling in these highly visible and respected institutions. When, however, the realities of distance, cost, time, and perhaps academic requirements had been carefully considered by these responsibility-laden adults, a fair number could be expected to investigate and, ultimately, to opt for institutions closer to home.

The most notable facts regarding the impact of the SUN program on the University of Nebraska System enrollments would seem to be these: 1) over 10% of the entire sample of adult SUN enrollees enrolled in University of Nebraska on-campus programs subsequent to initial SUN enrollment; and 2) about 18% of the sample continued their education following initial SUN enrollment through enrollment in the University of Nebraska System (including those enrolling in later SUN courses).

It is important, as well, as to examine the apparent impact of SUN participation on the whole of on-campus higher education in the state of Nebraska. Whereas 35% of the total sample thought that they would have enrolled at some time in a classroom setting in Nebraska had SUN not been available, 33% did - within a few years of their SUN enrollment - actually enroll in an on-campus higher education programs in Nebraska. And if out-of-state on-campus enrollments are included in the comparison, the percentages of prospective and actual enrollments are virtually identical.

Item 10. Why do you feel that (your experience in the SUN program did NOT influence your decision to continue your education?

Of the 94 for whom this query was appropriate (i.e., they had continued their education but said that their SUN experience was not a factor in that decision), only 61 responded. Of these, over half (57%) indicated that they had already decided to continue or were motivated to do so apart from their SUN experience. Table 9 displays the responses to this item.

TABLE 9

Reason SUN Program Did Not Influence
Decision to Continue Education

Reason	Number	Percent
Decided to continue before SUN enrollment	25	(41.0%)
Motivated or interested in continuing anyway	10	(16.4%)
Course taken unrelated to education plans	10	(16.4%)
Course taken for enjoyment or refresher only	5	(8.2%)
Course was easily accessible	2	(3.3%)
Desire to take courses of any kind	2	(3.3%)
Other reasons	7	(11.5%)
No response	33 (35.1%)	----
Total	94	100.0%)

Item 11. Did you attempt to transfer your TV-course credits to the school where you continued your education?

This question was asked only of those who had 1) enrolled for credit as determined before the survey from course registration records, 2) had completed a course successfully as revealed in responses to Item 2, and 3) had replied affirmatively

to having continued their education. Of the 92 respondents (27% of the sample who satisfied these qualifications, 40 (43.5%) said they attempted to transfer SUN credits and 48 (52.2%) said that no attempt was made. Four (4.4%) did not respond.

The only demographic or other factors that revealed marked differences from the overall proportion of affirmative responses were as follows: 1) Western Nebraska residents - 28%; 2) Those enrolling for increasing general knowledge - 17%; 3) Accounting I enrollees - 22%; and 4) Learning Disabilities enrollees - 59%.

Items 12 and 13. Were you successful? If not, why not?

Of the 40 persons who were asked the question in Item 12, 39 responded. Of these, 27 (67.5%) said they were successful in transferring SUN credits. Two others 5.0%) effected the transfer but had trouble doing so. Ten respondents (25%) were unsuccessful.

Accounting I and Making It Count students who attempted course credit transfer were all successful. One or more enrollees in all of other credit courses were unable to effect transfer. Six respondents reported that the problem encountered was that the University of Nebraska at Omaha would not accept the credits awarded for SUN completion by the University of Nebraska at Lincoln.

Items 14 and 15. Are you registered in a degree program? If so, what is your degree or vocational goal?

Item 14 was to have been asked of the 168 who continued their education following their SUN enrollment. For some reason (probably due to prior responses) 23 from this group were not asked the question. Of the 145 who were asked, 39 (27%)[8] said "Yes." Thus, at least 12% of the entire sample were, when surveyed, enrolled in a degree program.

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[8]This percentage increases to 31% when Learning Disabilities enrollees are not considered.

No single demographic characteristic seemed to be related to the decision of SUN students to go into degree programs. As shown in Table 10, however, course completion was a related factor.

TABLE 10

SUN Enrollees in Current Degree Programs, by Course

Course	Number*	Number Who Completed SUN Course	Number Who Did Not Complete SUN Course
Accounting I	9	5	4
American Economy	4	4	0
Classic Theatre	1	1	0
Consumer Experience	6	6	0
Freehand Sketching	2	2	0
Introductory Psychology	14	10	4
Learning Disabilities	5	5	0
Making It Count	6	6	0
Total	47	39	8

* Some respondents were counted more than once due to having taken more than one course during the offering period.

Specific degree goals reported in response to Item 15 were as follows: 4-year baccalaureate - 26 (67%); professional certificate - 6 (15%); graduate program - 5 (13%); and 2-year associate - 2 (5%).

Items 16 and 17. Did your experience in the SUN television course discourage you from continuing your education either in the classroom or by some other means? If so, explain why?

The 171 persons who answered "No" to Item 7 (which distinguished between those

who continued their educations after participating in the SUN program and those who did not) were then asked this question. Only nine (5% of those who did not continue their education) replied affirmatively. Four of these were enrolled in Introductory Psychology, three in Accounting I, and two in Making It Count.

The total frequency of responses was too small to categorize the reasons given by those responding affirmatively to Item 16. Many of these reasons were repeated later simply as reflections of a specific problem each respondent could not overcome. Most often the problem involved the awareness of a lack of interest or self-discipline. Only one respondent directly blamed the SUN program.

Item 18. What has prevented you from continuing your education?

This question was asked of the 162 who responded "No" to Item 16 and a total of 158 responses were received. The results are set forth in Table 11.

TABLE 11

Reason For Not Continuing Education

Reason	Number	Percent
Lack of time	69	(44%)
Family responsibilities	25	(16%)
Not interested in further study	13	(8%)
Not interested in college credit or degree	13	(8%)
Miscellaneous reasons (including distance/transportation)	12	(8%)
Only interested in the particular course(s) taken	11	(7%)
Too old	10	(6%)
Financial	5	(3%)
Total	158	(100%)

The following is an analysis of demographic characteristics as they relate to the two most prevalent reasons why respondents did not continue their education.

Lack of Time: Males were somewhat more likely to give this reason as were those under 50 years old. Homemakers were less inclined to give that as a reason.

Family responsibilities: Those giving this reasons were all female, mostly homemakers, and usually under 40.

Item 19. Have you sought employment outside the home since enrolling in a SUN course?

(For respondents who listed No Occupation or Homemaker on Registration Form)

Item 20. Have you sought new employment or been promoted or received a pay increase on the job that you had when you enrolled in a SUN television course?

(For respondents who listed an Occupation on Registration Form)

Item 21. (If so), did your experience in the SUN television course directly influence this new opportunity for you?

Item 19 was asked of the 112 persons who had been homemakers, students, retired, or unemployed. Of these, 47 (42%) said "Yes," and of the 86 homemakers, 22 (26%) reported having sought employment. Eleven of these homemakers attributed this action to their SUN experience.

The 193 who were employed when first enrolled in SUN were asked Item 20, and 112 (58%) answered affirmatively. In response to Item 21, 41 (12%) indicated that their SUN experience had influenced their new employment opportunity.

Overall, 159 persons (47% of the sample) reported either seeking employment or that some sort of desirable occupational change had taken place since enrollment in the SUN program. Of these, 60 (38% of respondents and 18% of the entire sample) said that their SUN experience had a direct influence in the situation.

Item 22. In what way did your experience in the SUN television course directly influence this new job opportunity?

Of the 60 persons queried, 58 responded to this question. The results are shown in Table 12.

TABLE 12

Effect of SUN Experience on Job Opportunities

Effect	Number and Percent of Total
Provided information needed in my job	16 (28%)
Qualified me for a raise, promotion, or a new job	15 (26%)
Enhanced my total job performance	15 (26%)
Provided additional hours for certification	8 (14%)
Increased my confidence	4 (7%)
Total	58 (100%)

Item 23. Have you tuned into any broadcasts of SUN television courses on an informal basis, without enrolling, in the past two years?

Almost 56% of those sampled reported informal viewing. Among the 189 who responded affirmatively there were few notable differences with respect to demographic groupings. Homemakers, persons 61-70, and those living in Lincoln (the source of the programming) or in the less populated portions of Western Nebraska tended to view broadcasts somewhat more than the average.

Students who had enrolled in the more job-oriented SUN courses of Accounting I and Making It Count (Computer Science) reported a slightly lower proportion of informal viewing (46%). Enrollees in general interest courses tended to have a higher viewing rate (e.g., Freehand Sketching, American Economy, and Classic Theatre were all 70% or more).

Item 24. Which ones have you watched?

Since this follow-up question to Item 23 was open-ended, respondents had to come up with the subject or title on their own, without benefit of a listing or suggestions from the interviewer. Of the 185 who responded to this item, twenty persons (11%) could not think of a subject or title; 92 (50%) could mention only one subject and/or title; 51 (28%) mentioned two; 15 (8%) three; and three (2%) four. Four respondents mentioned only public television programs other than SUN courses.

The specific SUN courses mentioned and the occurrence in order of frequency are listed below:

Freehand Sketching	63	Beginning German	5
Introductory Psychology	37	Introduction to Business	5
Home Gardening	28	Beginning Spanish	5
Japan: The Living Tradition	19	Learning Disabilities	3
Accounting II	15	Children of 21st Century	2
Making It Count	12	Classic Theatre	2
Sew Smart	9	World Food Problems	2
Consumer Experience	8	Writing for a Reason	2
Personal Finance	8	Adams Chronicles	1
American Economy	5	The Age of Reason (Economics)	1
Anyone for Tennyson?	5		

Item 25. Why did you decide not to enroll on a formal basis?

This question was asked of those persons stating that they were informal viewers of SUN course broadcasts. The query was limited to this segment of the sample because this group was considered to comprise the most likely potential future enrollees from all those who had previously had SUN course experience. It was thought that it would be most revealing to determine what deterred this potential enrollee audience from further enrollment. In brief, here was a group of people who not only had previously enrolled in a SUN course, but had as well some degree of interest in other SUN offerings. Why had they not gone on to enroll in another SUN course?

Coding of the responses to this question included a category compiling reasons

that seemed to refer to bad past experiences in SUN courses. Only 13 responses (7%) were included in this category.[9]

The reason most often given, by 67 (38%) of the 175 respondents, was that they were too busy, did not have enough time, or would be required to exert too much effort. Fifty-six of the respondents (32%) gave some reason related to the specific course(s) being offered--e.g., "will not apply to a degree," "no need for formal instruction in the subject," "superficial interest in the subject," "already had the course," "wrong level of credit," etc. Sixteen (9%) indicated in some way that cost was the prohibiting factor; 13 (7%) attributed it to family responsibilities or personal reasons; and 10 (6%) said it was due to poor TV broadcast schedule or poor reception. Table 13 provides a complete tabulation of this data, including sex differences.

Occasionally, more than one reason was offered by one person. In that case, either the first reason offered or "cost," when one of the reasons given, was coded. However, about 90% of the time only one reason was offered.

It can be seen in Table 13 that females were less inclined than males to attribute non-enrollment to the lack of need for college or formal instruction. On the other hand all 13 respondents giving "personal" reasons (e.g., age, family responsibilities, etc.) were females. Examination of factors other than sex did not reveal significant differences in responding.

Item 26. Have you been satisfied with the variety of courses offered by the SUN program recently?

Although this question was directed to everyone in the sample, 74 persons (22%) did not feel qualified to answer, either because they simply were not aware of what courses were being offered at the time of the survey or because they were

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[9]Respondents gave reasons like "other instructional methods more effective," "wouldn't be able to complete it," etc.

TABLE 13

Reasons for Non-Enrollment by Informal Viewers of SUN Course Programs, by Sex

Reason	Number (%)	Male (N=29)	Female (N=146)
1. Too busy, too much time/effort required	67 (38%)	13%	87%
2. No benefit, no need for credit/ formal instruction	24 (14%)	38%	63%
3. Not enough interest to enroll	21 (12%)	19%	81%
4. Cost	16 (9%)	13%	88%
5. Past SUN experience, instructional method, lack confidence	13 (7%)	15%	85%
6. Personal (age, family or other responsibilities)	13 (7%)	0%	100%
7. Previously enrolled, course too basic or does not count toward degree program	11 (6%)	18%	82%
8. Poor scheduling or reception	10 (6%)	10%	90%
Total	175 (100%)	17%	83%

not interested. Of the 265 who did respond, 209 (79%) said "Yes," but 136 (51%) qualified their answer by indicating that more courses should be included in a particular area. These areas, and the numbers (and percentage of the total respondents), mentioning each area were as follows: Humanities - 65 (25%); Business - 39 (15%); Professional - 28 (11%); and Energy - 4 (2%). There were 56 (21%) who said "No." This group was then asked Item 27.

Item 27. Why aren't you satisfied (with the variety of courses offered)?

Of the 56 respondents to this item, just over half (29, about 9% of the total sample) simply felt that an insufficient variety of courses had been offered.

Of the remainder, eight (2% of the total sample) said that the courses were not oriented to their jobs; seven wanted courses at a higher academic level; six simply recommended particular courses they would like to see offered; and five complained that courses were too often repeated. One person indicated a desire for courses at a lower level than those offered.

Item 28. What courses would you like to see offered?

From 225 respondents (66% of the sample) who suggested specific courses they would like to see offered, a total of 345 recommendations were received. Of these, 102 (30%) were business courses. Many specific business subjects were included: General Business (mentioned 21 times), Management (12), Advanced Accounting (9), Advanced Computer Programming (8), Economics (7), Bookkeeping (6), Finance (6), Real Estate (6), Investments (5), Secretarial (5), Income Tax (4), Small Business (4), Business Communications (3), Statistics (2), Advertising (1), Agri-Business (1), Business Law (1), and MBA Requirements (1).

With respect to these responses it is of interest to recall, from the responses to Item 24, that only five people out of the entire sample of 339 reported viewing TV programs from the SUN Introduction to Business Course. While all of these people were sent brochures making them aware of the availability of this particular SUN offering in the business field, very few took advantage of it.

A total of 243 other recommendations were tallied, as follows:

Education	35	Criminal Law Enforcement	3
Art, Crafts, Hobbies	26	Mechanics/Technology	3
English Composition, Grammar	23	Engineering	2
Home & Family, Nutrition	21	Geography	2
History	18	Health	2
Advanced Psychology	16	Humanities	2
Literature	14	Human Relationships, Resources	2
Languages	12	Interior Decorating, Design	2
Drama, Fine Art, Music	10	Law	2
Sociology	10	Solar Energy	2
Science	9	Architecture	1
Great Plains History	8	Metric System	1
Liberal Arts	5	Religion	1
Nursing	5	Sign Language	1
Math	4	Wrap-around Major PBS Series	1

Item 29. What do you think is the single greatest problem with taking courses by television?

A total of 327 (96.5%) from the sample responded to this question. The responses were coded into thirteen categories and grouped into five main areas of concern as listed and described below:

I. PERSONAL FACTORS - (1) self discipline, (2) time management, (3) family responsibilities, and (4) conflicts of interest. These included such comments as (a) staying motivated enough without being pushed, sticking with the course to the end, disciplining oneself, developing good study habits, or "getting involved;" (b) organizing or management of time, or not having enough time; (c) family responsibilities or interruptions at home; and (d) conflicts of interest or other interests taking priority.

II. REINFORCEMENT FACTORS - (5) contact with the instructor, (6) classroom interaction, and (7) immediacy of help. These included such comments as (e) no communication or personal contact between instructor and student, no feedback from an instructor; (f) no classroom interaction, no class discussion, no opportunity for expressing oneself; and (g) no contact in general, no immediate help with problems, and no general reinforcement of ideas.

III. SUN PROGRAM FACTORS - (8) broadcast problems, (9) distance to learning center, (10) program coordination, and (11) courses or degree application. These included such comments as (h) poor broadcast schedule, forgetting to turn on the TV, or poor reception; (i) getting to the learning center or testing center; (j) lack of policy coordination between SUN and sponsoring University, or attitudes of faculty; and (k) variety of courses offered, lack of opportunity for obtaining a degree, or inability to apply courses to degree goals.

IV. COURSE CONTENT FACTORS - (12) content, including such statements as obscurity, instructional method, and TV segments irrelevant to the rest of the instructional materials.

V. NO PROBLEMS - (13) no problems encountered, usually followed by a positive comment on some outstanding or worthwhile feature of the course(s).

The numbers and percentages of responses for each major group and each category are shown in Table 14.

Item 30. Are there any changes or improvements you could suggest?

The verbatim responses to this final question are listed in Appendix C. Nearly 73% (247) of the sample made general comments or suggestions about the SUN program or their experience in taking a TV course. (In some cases comments or suggestions made earlier in the interview were included under Item 30.)

TABLE 14

Greatest Problem With Taking Courses By Television

Problem	Number (%) Citing Problem
Personal	
Self Discipline	68 (21%)
Time Management	36 (11%)
Family Responsibilities	17 (5%)
Conflicts of Interest	5 (2%)
Total	126 (39%)
Reinforcement	
Instructor Contact	47 (14%)
Classroom Interaction	30 (9%)
Immediacy of Help	12 (4%)
Total	89 (27%)
SUN Program	
Broadcast Problems	42 (13%)
Distance to Learning Center	11 (3%)
Program Coordination	5 (2%)
Courses/Degree Application	3 (1%)
Total	61 (19%)
Course Content	
Total	27 (8%)
No Problems	
Total	24 (7%)
Total	327 (100%)

These respondents made over 200 suggestions which have been grouped into the categories shown in Table 15. In addition, over 100 other comments were received.

Over 20% (and 30% of those responding to the item) volunteered positive

or complimentary comments about their experience, the course(s) they took, or the SUN program in general. In contrast, only five people (1% of the total sample) made negative or deprecating statements relating to their experience.

TABLE 15

Suggestions for Changes or Improvements

Suggestion Category (number making response)	N	% Resp.	% Sample
1. Re: SUN Organization, Procedures, Policies	71	29	21
a. Increase access to instructors (19)			
b. Improve exams/exam procedures (8)			
c. Provide more personal interaction (6)			
d. Lower cost of courses (5)			
e. Other (33)			
2. Re: TV Course Development	64	26	19
a. Improve TV program quality (most relating to Accounting I) (26)			
b. Improve overall quality of instruction provided (9)			
c. Produce courses more acceptable for college credit (5)			
d. Correct errors in print material (5)			
e. Other (19)			
3. Re: No. of Courses Offered	47	19	14
a. Provide wider selection in general (22)			
b. Offer more graduate or higher level courses (11)			
c. Offer more practical or general use (less academic) courses (9)			
d. Offer more college introductory courses (3)			
3. Other (2)			
4. Re: Broadcast Schedule (All indicated that in one way or another the TV broadcast schedule was deficient and should be improved.)	38	15	11

CONCLUSIONS

The purposes of this study were identified in an earlier section of this paper. Here, the principal survey findings that relate to each of these purposes will be discussed.

The degree to which early enrollees in the SUN program elected to take SUN courses rather than to enroll in a traditional on-campus program.

About 37% of the sample (124 persons) indicated that had the SUN course(s) they enrolled in not been available, they would have enrolled in a classroom setting instead; either then or eventually. Actually, in relation to the concern that motivated UMA to undertake this study (i.e., the concern of Nebraska Campus administrators that SUN might reduce their own enrollments), the relevant number of affirmative responses is considerably smaller. When asked at what campus or setting they would most likely to have enrolled, only 111 (33% of the sample) responded in terms of a traditional postsecondary, on-campus setting in Nebraska. What do these findings mean when generalized to the whole population of SUN enrollees over the three offerings? Assuming that the sample was fairly representative of the 2,093 SUN enrollees from Fall '74 through Fall '75, it may be inferred that had the entire population been surveyed, from 580 (28%) to 790 (38%) would have posited attending a Nebraska on-campus postsecondary institution had their SUN experience not been available.[10] It should be kept in mind that these affirmative responses would have been speculative and would have had no time limit imposed. Forgetting this speculative element for the moment, what would the effect have been had most of those who would have posited attending a Nebraska campus in the absence of SUN done so in the same year? The 1975-1976 Yearbook of Higher Education shows that the enrollment in

[10]The 95% confidence interval for the relevant item responses in the survey, was calculated to be .327 ± .050, or from 27.7% to 37.7%.

in the relevant Nebraska institutions in that year was about 70,000. Thus, if 700 persons who would have enrolled at a campus in the '75-'76 academic year had enrolled in SUN instead, campus enrollment would have been 1% less. The actual campus enrollment by these adults would likely have been much less and would - given the general nature of SUN enrollees as older, working adults with family responsibilities - have been spread out over several years. In addition, as will be discussed later, over 100 of those sampled (compared to 111 who indicated they would have enrolled) actually did enroll in Nebraska traditional on-campus postsecondary institutions subsequent to their SUN experience. Therefore, the following can be said. Although a sizeable percentage of the sampled SUN enrollees did profess to have elected SUN participation instead of on-campus enrollment, the net overall decrease in Nebraska postsecondary campus enrollments was very slight, and may even - over the course of a few years - have yielded a slight increase in such enrollments (considering the "actual" versus "speculative" responses.)

The effects of participation in a SUN course on enrollees' behaviors and attitudes toward continuing education.

Behaviorists - and common sense - tell us that actions that produce gratifying results will tend to be repeated. Thus the place to start, it would seem, in looking at what the survey findings reveal in relation to this purpose for the study is to look at evidence attesting to enrollee satisfaction or dissatisfaction with the SUN experience. When asked whether the effort put into taking the SUN course(s) was worthwhile, about nine of every ten said "Yes." This high rate of positive responses may, of course, be inflated by a tendency to provide a socially acceptable answer to the interviewer. Other data obtained would seem, however, both to verify the high rate of positive responses as to the worth of the SUN experience and to indicate there was not a strong tendency on the part of the respondents to give only socially acceptable answers. One such source was the findings regarding

course completion. Over 60% of the courses taken by the respondents were reported to be "completed." As shown in the report, this percentage is only slightly higher than completion rates reported by SUN for the offerings in question. And this higher reporting rate may quite easily be due to the fact that for many SUN course enrollees (particularly the two-thirds whose primary purpose in enrolling was simply for personal growth and development) "completion" was a personal rather than an academic matter. A person who enrolled in "Home Gardener" or "Accounting I" - even if for credit - might well consider the course to have been "completed" even if the academic requirements for credit were not wholly met, if the desired information and/or skill was achieved. It can be assumed that one's sense of having completed a self-imposed course of study is a fairly strong correlate with the degree of satisfaction one receives from the experience. Therefore, reported completion rates (particularly in comparison with the general completion rates of other self-imposed and independent distance-learning courses such as correspondence courses)[11] show a relatively - as well as absolutely - high degree of satisfaction with the SUN experience. Further evidence in this regard comes from responses (by enrollees who had not continued their education following their SUN experience) to the question: "Did your experience in the SUN television course discourage you from continuing your education (in any way)?" While this would seem to have been a good opportunity for non-continuers to pin the responsibility on a readily available scapegoat (SUN), only nine persons (5% of those not continuing their education) answered the question affirmatively. And when asked to explain why this was so, only one person blamed the SUN program, per se. Finally, in this regard, when the entire sample was asked - late in the interviewing - about satisfaction with the variety of courses offered by SUN recently, 79% of those who responded (62% of the entire sample) said that they were. The data, when all taken together, attests

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[11] Cf. Holmberg, B., Distance Education: A Survey and Bibliography. Kogan Page: London, 1977, p. 29.

to the fact that most SUN enrollees were satisfied with their experience in taking a SUN course and that the satisfaction tended to persist over time.

And what were the tangible impacts of this satisfactory SUN participation on later enrollee behavior regarding continuing education? Foremost here was the fact that nearly half responded affirmatively when asked whether they had continued their education following their SUN course participation. When those answering "Yes" were asked if their SUN experience had influenced the decision to continue, 44% again said "Yes." Notable here was that of those 40 years and older and those both in SUN's truly urban setting (Omaha) and in the mostly rural (and distant from most Nebraska college campuses) western part of the state, over half of those continuing their education were influenced by their SUN experience. It should be noted here that of those who continued, over a hundred (about 30% of the entire sample) did so at Nebraska traditional on-campus postsecondary institutions. This compares with the 33% of the sample who indicated they would have attended these institutions had SUN not been available. In view of its "actual" (albeit self-report) rather than "speculative" nature, the percentage of enrollees who continued their education in a Nebraska "on-campus" setting may well represent a net gain for enrollments in these institutions over the percentage of those who would actually have enrolled had SUN not been available. Of those who had said that their decision to continue their education was <u>not</u> influenced, by SUN and who responded to the query as to why SUN had <u>not</u> so influenced them, most gave reasons indicating they had already been motivated to continue prior to their SUN enrollment. In short, few - if any - of those continuing their education did so <u>in spite</u> of their SUN participation, and for nearly half of them that participation was a positive influence in the decision. Data addressing the issue of the nonenrolled participation of the sample in ensuing SUN course programs, as discussed below, also attests to the continuing education behavior of these early SUN enrollees. All in all, the findings support the view that participation

in a SUN course was deemed a worthwhile and satisfying experience for the great majority of those in the sample, and for many it was instrumental in encouraging them to continue their education - often in traditional on-campus settings.

The impact of SUN course participation on subsequent endeavors to become employed or to improve employment circumstances.

Overall, nearly half of the sampled SUN enrollees had, since their initial enrollment, either sought new employment or had received a promotion or pay raise in the job they had at the time they enrolled. When asked whether their SUN course experience had directly influenced this new employment opportunity, 38% (15% of the overall sample) said yes. It may not be surprising that well over half of those already employed (when initially enrolling in SUN) had sought a new job or received advancement in the current ones. It is of greater moment that over a fourth of those who were full-time homemakers when they first enrolled had, subsequently, sought employment outside the home; and that for half of these, their SUN experience was a direct motivating influence in the decision to do so. As has been documented by UMA elsewhere,[12] about 23% of the enrollees in SUN courses during the first three offerings identified themselves as "homemakers." If a quarter of these had, in the next two to three years, sought outside employment; and if the experience with a SUN course was an important influence in this endeavor for half of these persons, then perhaps 50 or more homemakers (mostly or entirely women) sought new employment largely because of their SUN participation. While 50 new job seekers is a modest figure in the overall job market, it represents a very tangible - and important - outcome of the SUN program, particularly if the statistics can be generalized to the nearly 15,000 enrollees in UMA delivery system offerings to date. In any event, it is clear that participation in SUN courses provides, for a fair number of such participants, skills for and/or encouragement to seek or attain

[12] Eggert, J.D. Characteristics of SUN learners: First three offerings. (Statistical Summary No. 2) Lincoln, UMA, 1975.

new employment or job advancement.

The extent of nonenrolled participation in SUN courses subsequent to initial SUN enrollment.

Over half (56%) of the sample reported, when asked, that subsequent to their initial SUN course they had watched SUN television programs, but had not enrolled. This percentage can be compared with the results of a 1976 UMA survey in Nebraska that estimated that approximately 10% of adults in the state had, as of that time, viewed one or more SUN course television programs.[13] Thus, on the surface it would seem that enrolled participation in a television course promotes nonenrolled participation in ensuing television course offerings. This may, of course, be an artifact of the population inclined to enroll in television courses. That is, this population may consist, in large measure, of those who are generally familar with what television courses are offered and so are more apt than the general adult population to participate - whether enrolled or not - in such offerings. Still, it is an indication that a large segment of those who have previously enrolled in a television course tends to persist in such participation, albeit in an informal way, with later offerings. When those who had watched SUN course programs informally were asked what they had seen, the 185 respondents provided 236 mentions of programs relating to 21 different courses. Over 60% of these mentions, however, related to only four courses, all of which fall into the areas of "leisure time activities" (Freehand Sketching and Home Gardener) or "general cultural interest" (Introductory Psychology and Japan: The Living Tradition). In marked contrast to these findings about what programs respondents actually watched, when asked what courses they would like to see offered by SUN, 30% of the courses suggested were business area courses. Leisure time and general interest courses were men-

[13] Brown, L.A. and Sell G.R. A Statewide survey of adult learners: Program awareness, nonenrolled participants and intention to enroll. (Technical Report No. 2) Lincoln, UMA, 1977.

mentioned far less frequently. This might be an indication that continuing participation - enrolled or informal - by previous enrollees would increase if a variety of television business courses were offered.

The success or failure in effecting transfer of SUN course credits to other institutions of higher education.

The survey questions designed to address the issue of transferring SUN course credits were asked of just over a quarter of the sample; those who had taken a course for credit, had completed it, and had continued their education subsequent to their initial SUN course enrollment. About 43% of the 92 respondents queried had sought to effect transfer of SUN credits to another institution. Over 70% of those seeking to transfer credits were successful, though a few had some difficulty in doing so. Of the ten persons unable to transfer credits, six reported that the problem met was that the University of Nebraska-Omaha would not accept credits awarded by the University of Nebraska-Lincoln for SUN course completion. It would thus seem that the major stumbling block in effecting the transfer of SUN credits may well have been a function of inter-campus rivalry within the University of Nebraska system and not necessarily due to any general view that SUN course credits were not on a par with traditional on-campus course credits. Overall, considering the understandable difficulty that nontraditional, off-campus, adult students encounter in surmounting the bureaucratic hurdles involved in transfering credits, a 70% plus success rate is probably as high as might be expected. And, had the University of Nebraska inter-campus problem not existed, over 80% would probably have effected the transfer of credits. Nothing is known about the success rate of transferring traditional on-campus credits to other institutions, but one would hazard a guess that it is not more than 80% and is, perhaps, significantly less.

In sum, the survey obtained data that reasonably well addressed the purposes for which the survey was intended. The findings indicate that: 1) the SUN program probably had little - if any - negative impact on Nebraska higher education institutions' traditional on-campus enrollments; 2) participation in a SUN television course had at least a moderately strong positive impact on the ensuing behavior and attitude toward continuing education by such participants; 3) a moderately high percentage of SUN course enrollees report that their SUN experience either influenced their decision to seek new employment or contributed to an advancement in their job; 4) those who have previously enrolled in a SUN course generally tend, therafter, to participate informally in televised course offerings; and 5) those who enroll for credit in and complete a SUN course, elect to continue their education, and seek to effect transfer of SUN course credits are generally successful in doing so.

Appendix A

DEMOGRAPHIC CHARACTERISTICS
Total Sample Drawn
vs.
Actual Respondents

Characteristic	Total Sample (N=536)		Respondents (N=339)	
	Frequency	Percentage	Frequency	Percentage
1. Sex				
Male	126	23.5%	67	19.8%
Female	410	76.5%	272	80.2%
2. Age:		(adjusted)		(adjusted)
12-30	97	18.7%	49	15.1%
31-40	153	29.5%	94	28.9%
41-50	120	23.2%	85	26.2%
51-60	96	18.5%	63	19.4%
61-70	43	8.3%	27	8.0%
71+	9	1.7%	7	2.2%
Not Given	18 (3.4%)		14 (4.1%)	
3. Location:				
Lincoln	71	13.2%	47	13.9%
Omaha	120	22.4%	69	20.4%
Grand Island-Hastings	25	4.7%	12	3.5%
North Platte	5	.9%	4	1.2%
Scottsbluff	5	.9%	4	1.2%
Norfolk	2	.4%	2	.6%
Other 402 Area Code	161	30.0%	104	30.7%
Other 308 Area Code	121	22.6%	82	24.2%
Out State	26	4.9%	15	4.4%
4. Occupation:		(adjusted)		(adjusted)
Homemakers	115	24.2%	86	28.2%
Students	24	5.0%	13	4.3%
Self Employed/Mgrs.	41	8.6%	24	7.9%
Educator/Aides	80	16.8%	54	17.7%
Other Professionals	58	12.2%	34	11.1%
Clerical	85	17.9%	49	16.1%
Skilled/Service Wkrs.	30	6.3%	16	5.2%
Farm Operators/Ranchers	7	1.5%	4	1.3%
Unemployed	5	1.1%	4	1.3%
Retired	12	2.5%	9	3.0%
Bookkeepers	19	4.0%	12	3.9%
Not Given	60 (11.2%)		34 (10.0%)	

Appendix B

SURVEY INSTRUMENT

UNIVERSITY OF MID-AMERICA
SUN STUDENTS SURVEY
MAY 1978

Registration Form Information:

___ ___ ___ ___ ___ ___ ___ ___ ___ (Social Security #) _____ Name
1 2 3 4 5 6 7 8 9

___ ___ Course ___ CR/NC _____ Phone
10 11 12

___ ___ Course ___ CR/NC ___ _____ City
13 14 15 19

___ ___ Course ___ CR/NC ___ _____ Occupation when student
16 17 18 20

___ _____ Occupation Change
21

__M __F Sex ___ ___ _____ Present Age ___ Interviewer #
22 23 24

(Interviewer) Ask for person whose name is on registration form. If there is no answer or if that person is not available, you must recall. Ask when a good time might be and make a note here: _____
- Call Back Information -

If re-called 3 times or phone is disconnected or if the respondent is no longer available and you cannot talk to that person, indicate here: _____
-No Contact Possible-

Hello. This is _____ and I am calling on behalf of the Division of Continuing Studies - SUN - at the University of Nebraska, Lincoln. I understand that in _____ you enrolled in _____. Is that Correct _____ We are conducting a survey of persons who enrolled in some of those first television courses offered through the SUN program - and would like you to help us understand whether or not those courses had any effects on participants. I hope you don't mind my taking up about five minutes of your time to ask you a few questions.

(Pause - if respondent does not seem to mind, go to Question 1)

If respondent does mind, ask if you can call back at a more convenient time and make a note of that time here: _____
-Contact Made, Call Back Information-

If respondent indicates that no time is convenient and refuses to cooperate, terminate call, apologize for the interruption and go on to the next name. Indicate that here: _____
-Refusal-

1. *First of all, what was your primary purpose in enrolling in a SUN television course?*

Check reasons mentioned, don't read:

25 (1) ____ PREPARE FOR EMPLOYMENT OR NEW CAREER
(2) ____ INCREASE GENERAL KNOWLEDGE
(3) ____ TRANSFER TO ANOTHER SCHOOL, FOR CREDIT PURPOSES
(4) ____ PERSONAL INTEREST OR SKILL DEVELOPMENT
____ _____
(8) ____ NO ANSWER _____

2. *Were you able to complete _____?*

26 (1) ____ YES
(2) ____ NO
(8) ____ NO RESPONSE, DON'T REMEMBER

FOR STUDENTS WHO TOOK MORE THAN ONE COURSE

Were you able to complete _____?

27 (1) ____ YES
(2) ____ NO
(8) ____ NO RESPONSE, DON'T REMEMBER
(9) ____ NOT APPLICABLE

Were you able to complete _____?

28 (1) ____ YES
(2) ____ NO
(8) ____ NO RESPONSE, DON'T REMEMBER
(9) ____ NOT APPLICABLE

3. Do you feel like the effort you put into (that course / those courses) was worthwhile?

(1) ____ YES (Go to Q. 4)
(2) ____ NO - Please explain: _____

(8) ____ NO ANSWER, CAN'T SAY

4. If the SUN television course in which you enrolled had NOT been available, would you have enrolled in a classroom setting instead, either then or eventually?

(1) ____ YES (Go to Q. 5)
(2) ____ NO (Go to Q. 6)
(8) ____ NO RESPONSE (Go to Q. 7)

5. Where is the most likely place you would have enrolled? At what school?
(Write in. Then Go to Q. 7)

____ _____

(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

Coding:
(1) - UNL
(2) - UNO
(3) - STATE COLLEGE
(4) - SECC
(5) - OTHER JUNIOR COLLEGE
(6) - OUT OF STATE
(7) - OTHER-Misc. VOC/TECH

6. Why is it you would not have enrolled somewhere else?
(Write in. Then Go to Q. 7)

____ _____

(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

7. Have you continued your education either by enrolling in classroom courses or by some other means since enrolling in a SUN television course?

(1) ____ YES (Go to Q. 8)
(2) ____ NO (Go to Q. 16)
(8) ____ NO ANSWER, DON'T KNOW (Go to Q. 19 or 20)

8. Did your experience in the SUN television course directly influence your decision to continue your education?

(1) ____ YES (Go to Q. 9)
(2) ____ NO or NEUTRAL (Go to Q. 10)
(9) ____ NOT APPLICABLE

9. Where did you continue your education?
(Write in. Then Go to Q. 11)

____ _____

(9) ____ NOT APPLICABLE

10. Why do you feel that way?
(Write in. Then Go to back to Q. 9)

____ _____

(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

ASK #11 ONLY IF RESPONDENT WAS ENROLLED FOR CREDIT _____ AND COMPLETED COURSE _____

11. Did you attempt to transfer your TV-course credits to that school?

(1) ____ YES (Go to Q. 12)
(2) ____ NO (Go to Q. 14)
(8) ____ NO RESPONSE (Go to Q. 14)
(9) ____ NOT APPLICABLE

DO NOT ASK #12 OR #13 UNLESS Q.11 WAS ASKED

12. *Were you successful?*

(1) ____ YES (Go to Q. 14)
(2) ____ NO (Go to Q. 13)
39/ (3) ____ YES, BUT I HAD TROUBLE DOING IT (Go to Q. 14)
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

13. *Please explain.*

[Write in reason(s), then go to Q. 14]

____ _____
40/ (8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

14. *Are you registered in a degree program?*

(1) ____ YES (Go to Q. 15)
41/ (2) ____ NO (Go to Q. 19 or 20)
(9) ____ NOT APPLICABLE

15. *What is your degree or vocational goal?*

[Write in, then Go to Q. 19 or 20]

____ _____
42/ (8) NO RESPONSE
(9) NOT APPLICABLE

16. *Did your experience in the SUN television course discourage you from continuing you education either in the classroom or by some other means?*

(1) ____ YES (Go to Q. 17)
43/ (2) ____ NO (Go to Q. 18)
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

17. *Explain Why.*

[Write in and Go To Q. 19 or 20]

____ _____
43/ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

18. *What has prevented you from continuing your education?*

[Write in and Go to Q. 19 or 20]

____ _____
44/ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

FOR RESPONDENTS WHO LISTED "NO OCCUPATION" OR HOUSEWIFE AS OCCUPATION _____:

19. *Have you sought employment outside the home since enrolling in a SUN television course?*

(1) ____ YES (Go to Q. 21)
45/ (2) ____ NO (Go to Question 23)
(3) ____ NO RESPONSE
(4) ____ NOT APPLICABLE

FOR RESPONDENTS WHO LISTED AN OCCUPATION ON THEIR REGISTRATION FORM _____:

20. *Have you sought new employment or been promoted or received a pay increase on the job that you had when you enrolled in a SUN television course?*

(1) ____ YES (Go to Q. 21)
(2) ____ NO (Go to Question 23)
46/ (3) ____ NO LONGER WORK THERE (Go to Q. 21) but first ask what new occupation he/she has and write here: _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

21. *Did your experience in the SUN television course directly influence this new opportunity for you?*

(1) ____ YES OR PARTLY (Go to Q. 22)
(2) ____ NO (Go to Q. 23)
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

22. *In what way?*

[Write in and the Go to Q. 23]

____ _____

_____

48/ (8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

23. *Have you tuned into any broadcasts of SUN television courses on an informal basis, without enrolling, in the past two years?*

(1) ____ YES (Go to Q. 24)
49/ (2) ____ NO (Go to Q. 26)
(8) ____ CAN'T REMEMBER, DK

24. *Which ones?*

[List, then ask: *Any regularly?* . . and then check those that were watched regularly]

_____ _____

_____ _____

50/ _____

(8) ____ NO RESPONSE _____
(9) ____ NOT APPLICABLE

25. *Why did you decide not to enroll on a formal basis?*

[Write in and then Go To Q. 26]

____ _____

51/ (8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

26. *Have you been satisfied with the variety of courses offered by the SUN program recently?*

(1) ____ YES (Go to Q. 28)
(2) ____ NO (Go to Q. 27)
52/ (8) ____ NO RESPONSE/NOT AWARE OF COURSES OFFERED (Go to Q. 28)
(9) ____ NOT APPLICABLE

27. *Why aren't you satisfied?*

[Write in reason(s) and then Go To Q. 28]

____ _____

53/ (8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

28. *What courses would you like to see offered?*

29. *What do you think is the single greatest problem with taking courses by television?*

[Write in reason and then Go to Q. 30]

54/ ____ _____

(8) ____ NO RESPONSE

30. *Are there any changes or improvements you could suggest?* -Pause-

[Write in any suggestions and then Thank respondent for his or her cooperation and say good-bye]

Appendix C

SUN STUDENTS' COMMENTS

This is a listing of the comments made by students who were interviewed recently by telephone in an effort to measure behavior and attitudes subsequent to participation in the SUN program.

Most of these quotes came out of responses to the question, "Are there any changes or improvements you could suggest?" although some quotes occurred earlier in the interview and seemed appropriate for inclusion here.

SUGGESTED CHANGES OR IMPROVEMENTS

1. More graduate courses

2. Childish at first but now okay, get material out on time.

3. Would be helpful to know names of other students in the course so one could talk to them.

4. Perhaps change hours so they aren't on during the dinner hour.

5. Slow pace down a little in Freehand Sketching course.

6. Can SUN find ways to help students with study problems and self-discipline?

7. No rhyming-not for adults. No Sesame Street approach. There were too many years between the time I took the SUN course and the end of my formal education. I really tried though. I put in many hours. It wasn't a good place to start again. I needed the discipline of the classroom. Now I feel more qualified to complete that course (ACCOUNTING). (has since enrolled part-time at UNL)

8. I really liked Personal Finance. I like the idea of quizzes and problems at the end of each section. Can these be incorporated into other courses? This is the first course that has an outline for the television programs. This is good.

9. No suggestions: SUN is an excellent idea. I hope you can build on your program.

10. I had difficulty comprehending the last part of the accounting course. I could have used more help.

11. Please improve the television segments of the accounting course.

12. I would like seminars with the course (infrequently).

13. Try to make courses better accepted by other colleges.

14. Very happy with course. Westinghouse Publishing Company has a more advanced computer programming course package

15. Very worthwhile, no suggestions. you may be able to use.

16. Some presentations were too juvenile, too much comedy and not enough serious presentation of the subject matter.

17. Students should be required to send in assignments, thereby forcing them to keep up. Look into Post Office course offerings and see if you can work with them. I enjoyed the course, thought it very good.

18. No - was well done.

19. I would like to see wider selection in the programs, more advanced courses. I would like to be kept on the mailing list. I would like to see all courses offered for at least 1-2 credits to provide the incentive to take and complete the course.

20. None. Very happy with the program.

21. Greater variety of courses. Enjoyed the course.

22. No. I really would like to see an organ course. It would benefit people.

23. Gear some courses to a home audience which are more general in nature. More of an everyday usage approach. Subjects that can be used in daily life. Associate with Red Cross (program) on Expectant Mothers. Give it on TV. I also would like to see such subjects as home business management, income tax, how to make a will, Nebraska government, home fix-it course.

24. Tape presentations are too game-like, need to be more business-like. I like it. It was a good program.

25. It is a good program for <u>younger people</u>. I am too old and just not motivated enough.

26. The advantages outweigh the disadvantages. Everything worked well for me. I have no criticisms. The main thing is my personal motivation.

27. I took the course to see how SUN was wasting the taxpayer's money. (When asked if he still thought it a waste) Sun has a real good program especially for people who can't get an education any other way.

28. I didn't care for the format of the accounting course. I see that now you are more down to business and less dependent on entertainment.

29. I suggest improvements in these areas: I was sent the wrong exam. It took too long to correct exams. (Exams) not coordinated with the TV-series.

30. Shoot at a how-to audience, not academic courses, rather small business, hobbies, personal finance. I would not take another SUN course.

31. Most of the information was not new (American Economy) - It was designed for younger people who do not have the broad knowledge that most older people have or gain during the years. This course was too elementary. There were too many errors in the accounting course and late in arriving (the textbook). You should devote at least one seminar session to a classroom gathering. The teacher simply does not know how to respond to students' needs. At the initial gathering, students could ask questions and be interviewed. I would be willing to travel to a larger city for this opportunity. (Farmer in Adams, Neb.)

32. I don't view SUN as a degree program but as a means to personal enrichment and growth. Viewed this way, you have an excellent program. I would like to have easier access to an instructor and make sure the learning centers have all the tapes for the courses.

33. No, I really enjoy taking SUN courses and will look forward to taking more in the future.

34. A seminar was connected with this course (Learning Disibilities) and should be so with undergraduate courses also.

35. The Consumer Experience course was not high enough academically. Although Kearney took the credits for this course, I really don't think it was fair because it was at all equal to the course they offer. In the American Economy course, John Megan read the workbook word for word. (The SUN Program) really isn't all that bad. I have completed 12 hours. Six of them were losers. Accounting II I dropped immediately. Skits really aren't appropriate. You need more consistently high quality instruction - watch your method of presentation.

36. I just wish the instructor was around more.

37. I would like to be able to meet with instructors in the evenings at a set time, no appointments necessary. I work during the day and can not do it (then).

38. I am a part-time director of a nursing home. I wanted to help people. Psychology indirectly helped me develop this way.

39. Give us more chances to see (the TV-portions) during the week.

40. I live out of state (Atlantic, Iowa) and I had a problem calling the instructor. The number I was given was for Nebraska residents only.

41. Not really. If they still send instructors up to Omaha, they should continue it.

42. I didn't feel like the effort I put into (Accounting) was worthwhile because I don't like correspondence, I didn't like the cassettes, and I needed an instructor in this situation.

43. Broadcast times could be improved. Saturday at noon is too hectic, as is 6:00 p.m. at dinner-time.

44. Do not make the programs so corny. Schedule at more convenient times.

45. SUN might help students and self-discipline problems by setting deadlines for tests, etc.

46. I personally feel that I would get more out of a class. For more complicated subjects, SUN should provide more explanation than would otherwise be needed. Perhaps they could do better with subjects dealing with more leisure time pursuits and courses in taxes.

47. This course (accounting) was beyond my needs.

48. I'm afraid I just didn't have the time to put forth the effort I had originally wanted to.

49. Need more convenient (broadcast) hours - Saturdays are bad for me.

50. No, it was Excellent.

51. Include more in written material. TV not really adequate on informing on each lesson. I wish they would go into a bit more depth. (Accounting)

52. (Accounting) was very hard to understand. I was not impressed with the TV and the text and tests were not coordinated. You need a more practical application, bookkeeping, not accounting. I feel the program is worthwhile. I hope later programs have learned from past mistakes.

53. The accounting shows were terrible. I got no help and had to do it all on my own.

54. I was very satisfied and enjoyed the course (accounting).

55. If I did get a chance to go on to school, I would like to have already taken basic freshman requirements. SUN should provide these: beginning English, History, Social Sciences. Actually I'm very pleased and wish there would be greater variety in course offerings so I could accumulate more progressive hours. I have already taken about 4 or 5 SUN courses.

56. I enjoyed a subsequent course in freehand sketching much more than Accounting. It was more fun and helped me in my job. I am responsible for a newsletter and the sketches influenced readability and helped me get a pay raise.

57. I live in a farm-house and sometimes I have trouble getting the (PBS) channel. I went on for more courses at Colby College because SUN got me interested in going back to study. Maybe I will go to McCook. I'd like to be an R.N. (45-year-old housewife in Stratton, Neb)

58. The early-evening broadcasts really interfere with supper. When I missed them, I found it even harder to get to the Learning Center to see them.

59. I was satisfied with (the SUN program) at the time. I thought if I enrolled at (a local college) I would have been expected to take a fuller line of studies. I had a family and this would have been too tough.

60. I am retiring soon and didn't want to drive late at night or by myself. I was very pleased (with Psychology) and just wanted to expand my knowledge.

61. I live on a farm and didn't get to watch TV too much, I had to do other things. Actually, I didn't get that much out of the TV programs. The book explained it as well as the TV could and I didn't feel I missed much. (Accounting)

62. No (suggestions) - I enjoyed it very much. I had originally tried taking the course (Accounting) at Metro (in Omaha) but I couldn't get to the classes.

63. Accounting was too cutesy. I had to do all the work on my own with no help from an instructor. The course talked down to students.

64. More courses need to be offered.

65. I sell AVON and psychology really has helped me. The TV reception was poor on Accounting at all times. (Alliance, NE)

66. I feel if I had not taken the SUN course I would not have developed the interest in continuing my education. (Accounting)

67. There just simply aren't enough courses - none that are offered would benefit me personally or in my career. I suggest a course on getting your ideas across (Communications).

68. IT'S Worthwhile.

69. I didn't have any problems and I think they're doing a pretty good job.

70. I just didn't get that much out of (Mking it Count). It just didn't seem constructive to me. It discouraged me from taking more SUN courses but not other courses. The job I had was with computers and I felt the material presented in the course was of little or no help. It was too simple so I quit watching it.

71. I am very pleased with the SUN program. All of my problems were personal. I intend to take more SUN courses in the fall.

72. I disliked the introductory music to (Freehand Sketching) and the (broadcast) scheduling at dinner time.

73. I liked it.

74. Went too fast, slow down the pace (Psychology)

75. I think SUN is far superior to formal classroom education, especially for people working full time. You really should be offering more courses at the graduate, upper-undergrad. level. The television segments (for Consumer Experience) are irrelevant. You can get all you need from the text and newspapers. The original SUN course I took encouraged me to take more SUN courses. I really like television education.

76. The TV segments are "too convenient NOT to watch". I had problems getting graduate credit even though I registered for graduate credit (Learning Disabilities)

77. I am only interested in real estate and plan on enrolling in a (related) course this fall.

78. SUN is a good opportunity for a person with initiative. I am very pleased with the variety of methods (TV, text, tapes, newspapers).

79. I was only interested in taking the SUN course to find out about the courses, what they were like and if they met the people's needs, for legislative appropriation purposes. I am in the legislature (Donald Dworak of Columbus) and wanted to see how the program worked. I feel the emphasis should shift from SUN to Vocational Technical Community Colleges - utilizing these more rather than centralizing courses in Lincoln. I feel that community colleges could reach more people.

80. I had no problems. It's a good way to help people. (36-year old unemployed alien)

81. The three or four sessions we had with the instructor (for Learning Disabilities) were too many and not very helpful. The instructor didn't help to clarify concepts used in the course.

82. Change times programs are given.

83. More classroom scenes were needed in the TV segments for Learning Disabilities. Your World Hunger Program was good but too expensive.

84. I enrolled for accounting but what I think I really needed was Bookkeeping.

85. I am VERY satisfied and really happy (about my experience). I would like to know at the completion of a course what my class ranking was, that is, how I did grade-wise in relationship to the rest of the class. Offer more variety.

86. Let the TV show have some classroom communication - call in or something.

87. My husband is a farmer and I enrolled in SUN courses because I was working at the time. I had taken Psychology in college and wanted to see how it changed. Both Psy. and Accounting I feel need more explanation, more substantive information. Your advertisements (brochures) do not adequately describe the courses so the student knows what to expect. I enjoyed it and hope to continue.

88. I am well satisfied and cannot suggest any changes.

89. Broadcast courses at better times, not over the noon hour or supper time. Students should be able to take their tests at local schools. I had to drive 3-4 hours to Kearney to take tests. This is especially hard in winter. (44 year old housewife in Bassett who registered for accounting but did not complete it)

90. Accounting was childish and a bad idea.

91. I think the program is working out real well.

92. Since I didn't complete (Accounting) I hated to have it happen again. I think the program is pretty well set up. I just can't put my mind to it. Other things come up.

93. If you have other things to do there's nothing to stop you from skipping the program.

94. 6:00 broadcasts are bad timing.when you have children in the home.

95. I was frustrated by the exams (for Classic Theatre). The questions were irrelevant. I suggest multiple showings of bradcasts on different nights.

96. Accounting was too difficult - presentation was juvenile and a waste of time. There were too many errors in text materials, a waste of time and money. Organize the courses better than you did this one and don't patronize your students.

97. A little more serious approach to accounting.

98. More practical courses for homemakers like sewing, nutrition, etc.

99. The television segments of accounting were too juvenile for me, though your computer science course was quite good.

100. I really didn't want a business course in the first place - I wanted music or something. I wouldn't have pursued accounting anywhere else. I guess I have all the basic courses and I'm afraid upper level courses would be too hard by TV.

101. The TV wasn't that helpful. I didn't watch too many programs. I wanted to progress faster on my own so I treated (accounting) like a correspondence course. The TV segments were vague, time too short, not enough detail. Casettes were a lot more helpful.

102. It's hard not having a teacher. It's not a coordinated effort. I don't know what is to be emphasized for exams, what information is important.

103. Forty-year old housewife in Bay Springs: My primary purpose in enrolling in a SUN course (ACCT.) was to get the courage to go back to school. I also

took Nebraska History and started Accounting II but I needed more help to finish the second accounting course. I had trouble keeping up with all the work involved. Motivation in the classroom is not present.

104. SUN gave me the confidence to go on and take college courses at Southeast Community and be able to comprehend the material. My suggestions: 1) lower cost for non-college credit and 2) help with questions directly through personal instruction. It was a good opportunity and glad it was offered.

105. Very satisfied, good program (51-year old housewife in Lincoln, Computer Science)

106. You should reschedule one of the plays in Classic Theatre for viewing at 11:00 instead of 7:00 because it was meant for adult viewing. I didn't get any advance warning. (30-year old housewife in Omaha)

107. I finished Making it Count but not Accounting because when I started the course, the person I could call for help was very good and after than, I never could get a hold of the new person for help.

108. I'm enrolled in a SUN program now and it's not televised. This is inconvenient because I have to go to viewing the tapes.

109. You can read the material but you may interpret it incorrectly.

110. Freehand sketching was easy to do at home and I don't like to drive but it moved too fast for me and I didn't seem to have any talent.

111. 6:00 in the evening is a bad time. Too many interruptions.

112. I didn't finish Characteristics of Learning Disabilities because I had to go to the university too much. Make classes so one does not have to travel to centers as often.

113. I needed human contact.

114. The Accounting course displayed a childish attitude - you need a business instructor instead of an actor.

115. Bad time, computer course excellent, consumer course poor, too elementary.

116. Have shows in mid-evening.

117. Courses (for teachers) should be offered more than once a day.

118. Accounting was too childish and it insulted my intelligence. I lost motivation and interest to keep up with it.

119. The distance to the learning center was too far. (41 year old teacher in Gregory, S.D.

120. I just don't learn well without a teacher.

121. Time of broadcasts inconvenient.

122. I'd like to continue my education but the family comes first. I have two kids in college and it takes all the money. There is a lack of financial aid available for middle income people.

123. Put them on later in the evening.

124. I wish the credit problem would be cleared up so more colleges would accept the courses for credit. I had to write to UNL to get them to them to transfer credit to UNO.

125. I completed Accounting I and am watching Accounting II but I don't think I could complete it. Don't make courses so silly with rhymes, etc.

126. I didn't complete Accounting - there was too much going on - but I continued with the book and learned what I needed.

127. More computer science courses. Very useful for people living in areas of the state which are not close to colleges. Need more business and technical courses.

128. Programs excellent but change time to later in the evening.

129. Freehand sketching was too fast paced, slow down. (77-year old retired man in Omaha)

130. There was a problem with this course (Making it Count) in that one of the books I had to buy for the course and read for her own interest was not really part of the course and I was never tested on it. However the company I work for had just installed a computer system and were happy to know that I knew something about it.

131. I just wanted to see if I could handle college work. (went on to Buena Vista)

132. More courses should be available and they should all be for credit.

133. My husband is an accountant and he just wanted me to know something about it.

134. Problem: incorrect answers in problem book. (Works for H&R Block - accounting gave her more confidence.

135. Bad time scheduling

136. Courses too basic

137. Too much time wasted in Accounting course, moved too slow.

138. TV reception in western Nebraska is a problem. In the summer there are too many electrical storms which affect reception.

139. Mornings - 9 a.m. - would be a better time to broadcast the programs. I would have liked to have been called more often, maybe on a regular basis, I needed more contact.

140. More work, less skits, less tuition charge. (This 52-year-old housewife in Bushnell was not aware of the connections between SUN and UNL and therefore could not understand why the tuition was so high) It's a good idea, ideal for housewives. I worked real hard on one problem in the accounting course and couldn't get it right and found out it was wrong in the book. Very frustrating.

141. Time schedules are crucial. 6:00 not conducive to family life.

142. The system is really good. I would have liked more immediate help.

143. I enjoyed it. My husband got involved. The time schedule could be improved.

144. The course was great, except I had to pay for a text which was identical to the television programs. (Freehand Sketching) I want to thank you for your program. We really need education courses out here (Broadwater, NE). I'm continually surprised by the large number of people who watch your courses in my area of the state.

145. Not enough courses offered, especially business courses. Provide better availability of faculty during months course is offered.

146. UNO wouldn't accept my Learning Disability credit for graduate credit. They said the class didn't meet often enough. Wayne State finally accepted the credit. The courses are broadcast at bad times for families. I also recommend that you establish a library at Learning Centers. (Lincoln housewife)

147. You're doing a great job. Hope you continue.

148. Don't get affiliated with UNO. They are unorganized and rude. (Another teacher who enrolled in Learning Disabilities)

149. Make available a greater variety of courses.

150. The same courses are offered repeatedly. Just offer more courses.

151. I couldn't complete accounting because my business accounting and the SUN accounting were different and I couldn't keep up. The songs made it too childish.

152. SUN discouraged me from continuing my education because I had to study alone, I couldn't exchange ideas, and I didn't have the benefit of classroom discussion.

153. Travel consumed to much time for me so I wasn't able to complete the Accounting course. I bought the cassettes and finished at my own pace. The course was too simplistic. (55-year-old Ogallala manager)

154. I took Accounting to help my husband with his business. If I had had nothing else to do, I probably could have finished it. The presentation was too elementary although the text was ok.

155. Make sure the tests cover what is on T.V., in the text, etc.

156. The Learning Disabilities course I took in Omaha was badly organized. Dr. Harvy changed the course. There was conflict between Omaha and Lincoln about this. This was frustrating for students.

157. I would continue but nothing has come up that I need or am interested in except a workshop this summer at UNL on energy and the environment.

158. The Psychology course was not what I thought it was going to be. I felt the course didn't follow the text well enough. The broadcasts were too short. You need more instruction, less examples.

159. I am very supportive. I took the course to help ETV. I feel SUN is worthwhile. (Ogallala rancher)

160. I took Psychology just out of a personal interest and friendship. I just didn't put enough effort into it.

161. I wanted to do Accounting for the family business. The course was offered at a bad time for me. I needed more teacher contact. The materials were good though and the course was well done.

162. The book (for Psychology) was too hard to relate to the exams. I suggest changing the book.

163. You need to offer more variety in programming. Too much time was spent on humor in the Accounting course.

164. SUN is a good idea but I prefer a more straight-foreward lecture.

165. More lectures and examples in course.

166. I took Accounting and Computer Science with the hope of applying the knowledge I gained in my dental practice. I think you would need to take more courses in the area to become proficient. I think it's hard to successfully present concepts of computer science and accounting over television. You almost have to have a couple of session (personally) with an authority in the field. I see some weak spots presenting concepts over television in technical fields. Also, I think it would be useful to know other students taking the courses.

167. The time the program is aired should be changed to 10:30 or 11:00 p.m.

168. You are doing a good job. Offer more courses.

169. The program is very beneficial. I appreciated being able to view it again (that T.V. broadcast was offered twice in one week) if missed.

170. I feel it's a good program - the text (for accounting) was excellent but the T.V. was not too great.

171. Offer more basic college requirements, things I can get out of the way before returning to school.

172. It's good training. I wish I didn't get so sleepy during the broadcasts.

173. Very happy with program.

174. Very happy with program.

175. Just offer more courses.

176. No suggestions. You have a terrific program. I only wish I had more time to participate.

177. Eliminate the "go find the Sunday paper" thing. I didn't like the approach of the instruction.

178. No suggestions for imporvements. I thought the course I took was very well done.

179. Reduce the price, offer more courses. Overall, I'm very happy with the program. Television is inadequate. I needed more personal discussion like in a classroom.

180. The accounting course was very childish.

181. Have a learning center at Wayne State for convenience.

182. Slow the pace down. I was pleased with the course.

183. It was too much of a problem to go take tests. I only wanted the information and didn't care about the tests (for learning disabilities). Generally I was satisfied with the program.

184. You need a communication system between SUN and the learning centers so that the sutdent is not caught in the middle.

185. You need to give students two more chances to pick up the broadcast - maybe later in the evening.

186. I don't have a library close. It was difficult to get direct help. I would like to see cooperation between SUN and the local library. (Grand Island)

187. The tuition is just too high.

188. I didn't realize I was to submit lessons for Freehand Sketching until it was too late. The programs were shown too late at night for me. The sketching course was over the dinner hour. Don't show courses like Classic Theater during the Family Hour. Because of where I'm located and the lack of personal contact with an instructor, I couldn't get together with anyone. Could SUN issue a list of names of other students in the area so we could all get together to study, either by phone or letter or in person?

189. If the drawing course had been for credit, I would have enrolled in it. I didn't know what to study for tests or what to expect. I like Saturday re-broadcasts of programs.

190. Accounting could have gone into financial statements more. You needed more analysis.

191. I have five children and I thought (Learning Disabilities) would help me identify any problems they might run into. I think you've got a good program started. The psychology course has helped not only our family but the family of a relative of ours to spot specific problems. We feel now we're better equipped to deal with them as they arise. Offer more psychology courses for housewives like child development, family psychology, etc. that are more practical.

192. I liked the seminars that were offered at the time of the Learning Disabilities course.

193. Because of the lack of personal contact with an instructor, I don't think I'd take a television course again, though I'll definitely be continuing my education. From SUN, I learned that I could still learn - this helped give me enough confidence to start exploring new career alternatives. I am now in a position to choose between at least two management level positions here with a bank and a real estate broker. (45 year old woman in North Platte)

194. I enrolled in Learning Disabilities to renew my teaching certificate and to help understand problems of my child who has learning disabilities. I didn't complete the course because I couldn't pick up the ETV station. (Scotia)

195. I completed Freehand Sketching and was very enthusiastic about it but I didn't mail in any of the lessons because I had no way of getting to the poast office to do so.

196. My own viewpoint was inadequate. I would have appreciated input from other students.

197. You need more times when the broadcast is aired so if you miss it you can catch it later. Also, I would like to see a follow up remedial broadcast for those that need further help - maybe explain it a little more slowly. You need more variety in programming, preferably basic freshman prerequisites so that if you desire to go on all these credits could transfer and it wouldn't take so long to get a degree.

198. Transportation to the learning center was difficult. Make it possible to complete all the work at home.

199. I was thinking about getting another job at the time and I thought accounting might help. The materials were often late in arriving so my schedule was frequently thrown off. Many of the answers to problem questions were wrong on the answer sheet. I'd often work 4 or 5 hours on problems only to find I wasn't wrong, the answer sheet was.

200. Course was broadcast at a bad time - dinner hour.

201. Times shown are very awkward.

202. Reading assignments should be directly related to test questions. The hours the broadcasts are aired may be more inconvenient than a regularly scheduled class time. It is very hard to concentrate at that hour.

203. Personally, I would like to see courses return to graduate level. There is a need for that in Western Nebraska not met by Jr. Colleges or Chadron. Learning Disabilities wasn't coordinated well through Chadron, i.e., follow-up instruction. There was no match-up with T.V. Although the TV program was good, I question the quality of the instruction at Chadron. It was inadequate and made the effort I put into the course not worthwhile. I was intriqued by the T.V. set-up. I already had my masters and these courses just met my needs. I would like to see SUN continued. (Teacher in Gering)

204. The teachers at UNO seemed very antagonistic toward SUN. Dr. Harvey was very negative. You need more educational courses th teachers could take for certification or renewal of contracts.

205. Lower tuition. Get colleges to accept more hours from off-campus and correspondence courses.

206. Math and accounting are too difficult to take by T.V. (enrolled for Accounting). Psychology would probably be easier - its just memorization and theory.

207. My biggest problem was trying to get the T.V. away from the kids. The program for the computer course was worthwhile but the accounting course was more juvenile - didn't lay the facts on the line.

208. I had to take the first test in too short a notice. Be lenient - for example, starting the course in the middle of a semester. Work with the individual.

209. I would like to see secretarial - CPS basically - courses offered, also English, written and grammar, punctuation.

210. Childish attitude but it has improved.

211. Don't change anything, it's a good program.

212. I would like to take more possibly in the future.

213. Reduce the difficulty. Even harder to do when unable to communicate with an instructor. I enjoyed it nevertheless, very worthwhile.

214. None. Liked it very much.

215. Liked it.

216. I couldn't complete Freehand Sketching because I had my baby too soon. Change the broadcast time to early morning or late at night. I really appreciate the opportunity to take the courses. Hope it continues.

217. Possibly better organization.

218. None, happy with it.

219. I had trouble completing Making it Count because of work problems, I work on the swing shift, in a factory. Slow down the course a little. Enjoyed it.

220. T.V. was not available in my area. I took it based on the text only. I felt the most difficult problem was contacting the instructor for help when problems arose. (Young woman in Denison, Iowa)

221. I hope they dont quit showing the programs. I feel they're very good.

222. It takes my mind off problems, helps build a creative effort, and helps build the ego.

223. I LOVED IT. I have nothing but praise for this program. I think it's fantastic, although it seemed to go pretty fast for a beginner. I am a painter and I took the course to learn the basics of drawing since it wasn't offered at Midlands.

224. If more is broadcast that might be on test, it might help. Don't take all the questions for the test out of the text. If more of them are presented in broadcast, may help those who don't study well.

225. It takes more discipline than going to a classroom, easier to sluff off and let other things take up your time. It was a good course (F.S.), very satisfied.

226. Saturday would be a good time or in the morning before 9 a.m. or late at night. Nothing new being offered to spark my interest.

227. Graduate courses should be offered by the program.

228. I live in a small community. Central Tech Community College only offers courses if enough of the 600 population shows interest in enrolling. The SUN programs are concise, not difficult to follow, and I have no real complaints.

229. Psychology was just too much work for what I got out of it.

230. The course (Learning Disabilities) didn't move fast enough - maybe offer it more times a week in shorter time periods. It was too repetitious, should have gotten a lot more information across. It's a broad field and they didn't cover a whole lot or move fast enough. They dealt with more theory and less application. For such an interesting subject, the course was dull. A better time to offer courses for farm people is January-March and should be in the mornings 9 a.m. or later evenings. (Housewife in Clark, NE with retarded son)

231. I was very happy. Possibly some other courses.

232. Compared to Accounting, American Economy was low quality and I didn't bother to complete it. Accounting gave me great insight into bookkeeping for my own business. I loved the professional actors and the way the large overall major items came first before going back to detailed things. The learning center didn't pan out for me for American Economy. My work schedule conflicted with the TV times and I had to use the learning center tapes. However, American Economy cassettes were all in Omaha. They didn't have them here (in Lincoln). The SUN program should look at the Technical Colleges and specialize in more technical courses, get away from the academic type. (31 year old Mechanic)

233. I enjoyed (Accounting). Can't think of any suggestions.

234. The study guides (for American Economy and Psychology) were really good and explained everything very well. SUN was good for me because I couldn't start college right away due to an accident I had. I would love to do it again. (21-year old female in Grant, NE)

235. We lived in Pierce and I was working in Norfol when the tower blew down. What do you do when you miss a program? I thought the courses were really good. I enjoyed the TV very much, better than the texts.

236. Very often I would drive to Lincoln (from Grand Island) to see an instructor and no one would be there. Frequently I couldn't get help on the WATS line. Please make sure someone is available to students to help them. Very often I would follow instructions in the text only to find later that procedures had been changed. (57-year old woman enrolled in Psychology)

237. SUN eliminated the hassle of going back to school. I was very happy with the program.

238. None, very good program.

239. Increase number of courses. I think it's fine.

240. The last few offerings haven't had any courses I can use.

241. I would like to see Classic Theatre broadcast again. It is useful to have access to a Learning Center and it is useful to have courses broadcast at 2 different times.

242. Psychology was too difficult for me. It was just too advanced, "too deep". Couldn't you have a more elementary psychology course?

243. The quality of the course was excellent (Classic Theatre)

244. No, course was well done (Making it Count).

245. SUN needs more publicity, more T.V. promotion.

246. The television segments weren't helpful for either course, especially accounting. I really enjoyed Learning Disabilities because I learned a lot even though I haven't had the opportunity to apply what I learned because I'm not teaching now. The 6:30 p.m. broadcast times were bad for our family. Couldn't you offer a regional history course or a children's literature course?

247. This was such a good opportunity for me, I hadn't even thought of any problems.

The remaining 92 students from this survey had no comments to make, or refused comment.